

California State University, San Bernardino

CSUSB ScholarWorks

Teaching Skills Study Awards (TSSA) Reports

Teaching Resource Center

Winter 2-15-2012

Kelly Campbell TSSA Winter 2012

Kelly Campbell

CSUSB, kelly@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/trc-tssa>



Part of the [Higher Education and Teaching Commons](#)

Recommended Citation

Campbell, Kelly, "Kelly Campbell TSSA Winter 2012" (2012). *Teaching Skills Study Awards (TSSA) Reports*. 97.

<https://scholarworks.lib.csusb.edu/trc-tssa/97>

This Other is brought to you for free and open access by the Teaching Resource Center at CSUSB ScholarWorks. It has been accepted for inclusion in Teaching Skills Study Awards (TSSA) Reports by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

TSSA One-Page REPORT

Name: Kelly Campbell

Department: Department of Psychology and Human Development

Email address: Kelly@csusb.edu **Conference dates:** January 26-28, 2012

Name of conference: Society for Personality and Social Psychology (SPSP) Teaching Preconference

Teaching Skill(s) Studied: The SPSP Teaching Preconference attendees and presenters included graduate students and faculty members from a variety of universities who teach social psychology courses. Presentations covered topics included: using the classroom to tell stories, using internet resources to teach statistics, creative learning, designing a capstone experience for Psychology majors, using games such as Taboo in the classroom, how to teach experimental design, making statistics fun, using popular media (e.g., the film “Twilight”) in the classroom, using Psychology to teach about citizenship (e.g., ethics, values), making the class a research-based environment, using Facebook in the classroom, using music to teach about Social Psychology, overcoming anxiety about subjects such as statistics, tips for teaching large lecture classes, how to study personality in everyday life, helping undergraduates make the most of professional conferences, using a learner-centered approach for teaching Social Psychology, and tips for getting into grad school and succeeding as an early career Social Psychologist.

Impact on Teaching: One of the most impressive sessions was the keynote address, “Confessions of a chronic story-teller: What I have learned from 50 years of teaching – an interview with Elliot Aronson.” This session was amazing because not only is Dr. Aronson a renowned professor, but he has learned from the grandfathers of Psychology including Maslow and Festinger. The primary point of his lecture was to describe how he constructs each class session like a story, with a beginning, middle, and end. To illustrate this point, he constructed his keynote address with a beginning, middle, and end. He also interjected stories throughout his talk about what it was like to learn from the best teachers and most important researchers in our field. The things I took away from his talk that will impact my teaching include:

- 1) **A textbook is to provide all the information, whereas lectures should highlight only key points.** Given that the students at CSUSB are often community college transfers and first generation college students, I have traditionally felt the need to convey almost ALL the book material in class. This has made my lectures rushed. In the future, I will calm down and not worry so much about covering everything. I will now use lecture to highlight key points, and will go over these more thoroughly because there will be more time.
- 2) **Telling personal stories is okay, especially because when they relate to the course material and help students retain the information.** Stories not only make the class more interesting, they make the material easier to learn. In the past, I have incorporated stories sparingly because I worried they were wasting time (even when they applied to the material). Based on Dr. Aronson’s advice, I will fully immerse myself in the stories, incorporate more of them, and not feel bad about it.
- 3) **Sitting down during lecture is okay and can convey its own message.** I have always stood up during my class sessions, which tends to aggravate my back injury (by the end of the class, I can’t move!). Dr. Aronson pointed out the benefits of sitting down (at times, not always). For example, when professors stand up, they may feel more like entertainers. When they sit down, they are more relatable and this helps students feel safe. From now on, and especially when I teach about topics that are sensitive in nature, I will consider sitting down periodically. This method should also help my lower back!

There were many more things I learned from Dr. Aronson’s talk, as well as the other sessions, but space does not permit elaboration here. In short, this conference is SO worth it. It has a huge impact on my teaching methods.

Date Submitted: February 15, 2012